Common Core Standards - Resource Page

The resources below have been created to assist teachers' understanding and to aid instruction of this standard.

College and Career Readiness (CCR) Anchor Standard	Standard: RL.8.6 - Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.	Questions to Focus Learning How do authors use point of view to create humor and suspense in their stories? Authors manipulate differences in points of view to create humor and suspense. Student Friendly Objectives *Knowledge Targets* I know authors manipulate the information readers and characters receive in order to create humor and/or suspense. I know authors use point(s) of view to control the flow of information. I know authors sometimes draw the reader's attention to another point of view to showcase the disparity of important information. I know authors use rhetorical devices (e.g., dramatic irony) to create a desired effect, including humor and suspense, in a text. I know irony is a figure of speech in which the literal meaning is the opposite of the intended meaning. I know dramatic irony is a technique in which the reader/audience knows something that a character does not. *Reasoning Targets* I can determine the points of view represented in the text. I can identify information that is withheld or unknown to a character or group of characters in a text. I can explain how a character's knowledge or lack of knowledge influences his or her perspective on situations and events in a text. I can contrast the different points of view between the audience and a character. I can contrast the different points of view among characters. I can recognize irony in a text and explain how it renders the text humorous or suspenseful. I can recognize dramatic irony in a text and explain how it renders the text humorous or suspenseful. I can explain how the author used point of view to create humor and/or suspense in the text.

Vocabulary

dramatic irony
first person point of view
irony
manipulate
rhetorical device
third person limited point of view
third person omniscient point of view

Teacher Tips

Close and Critical Reading - A lesson using *Freedom Walkers: The Story of the Montgomery Bus Boycott*.
Is Mr. Wolf really a bad guy? - This lesson is intended to show children the importance of evaluating information as they read. The author's point of view is limited in that it only truly shows one side of the story. There is always another perspective. How the author views a subject colors everything that he or she writes about.
Critical literacy: Point of view - In this lesson from ReadWriteThink, students learn to look at texts from different viewpoints. Was the "big bad wolf" really bad? Throughout the lesson, students are encouraged to view texts from different angles.
Seeing integration from different viewpoints - This lesson from ReadWriteThink uses *The Story of Ruby Bridges*, by Robert Coles, as a basis for a Directed Reading-Thinking Activity.

Vertical Progression

RL.K.6 - With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
RL.2.6 - Acknowledge differences in the points of view of characters, including speaking in a different voice for each character when reading dialogue aloud.
RL.3.6 - Distinguish their own point of view from that of the narrator or those of the characters.
RL.4.6 - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
RL.5.6 - Describe how a narrator's or speaker's point of view influences how events are described.
RL.6.6 - Explain how an author develops the point of view of the narrator or speaker in a text.
RL.7.6 - Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
RL.9-10.6 - Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
RL.11-12.6 - Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

The above information and more can be accessed for free on the Wiki-Teacher website.
Direct link for this standard: RL.8.6